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TITLE The L.E.A.S.T. Approach to Classroom Discipline. Description of Teacher Inservice Education Materials.

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ABSTRACT

The inservice teacher education program described here focuses on a system of employing minimum action in order to attain and maintain effective classroom discipline, and offers a survival strategy for the classroom teacher. The product title is an acronym for the five steps or options outlined for achieving classroom discipline: (1) leave things alone because no problems are likely to occur; (2) end the action indirectly because behavior is disrupting the classroom; (3) attend more fully because more information or communication is needed; (4) spell out directions because disruption or harm will occur; and (5) track student progress to evaluate and reinforce student behavior. Information is provided concerning program purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: THE L.E.A.S.T. APPROACH TO CLASSROOM DISCIPLINE

Publication Date(s): 1978

Intended Users: Inservice and preservice teachers of all subject areas and grade levels who are interested in gaining skill in a new classroom management approach.

Grade Level(s): Elementary, middle, and secondary level

Number: Group

Primary Focus: The program focuses on a system of employing minimum--the least--action in order to attain and maintain effective classroom discipline. It offers a "survival strategy" for the classroom teacher.

School subject(s) and/or inservice topic(s) covered:

The inservice topic discussed in this product is classroom management. The product title is an acronym for the five steps toward classroom discipline: Leave things alone; End the action indirectly; Attend more fully; Spell out directions; Track student progress.

What participant does in using the materials:

In a workshop setting, participants will review the five components of the LEAST approach to maintaining classroom discipline. The workshop facilitator will use a tell/show/do method, which will ultimately involve participants in verbal exchange of experiences with peers, role-playing, and discussion.

Resources:

The program centers around the 78-page NEA Infopac, Design for Discipline, that includes "The L.E.A.S.T. Approach to Classroom Discipline." If the document is used as the basis of a training program on classroom management, a facilitator will be helpful in guiding participants and in making logistical arrangements for the course. Time needed for completing the workshop will be determined by the participants and facilitator, depending on their resources and purposes.

Describer critique:

The approach appears to be a simple, yet well-structured and effective method for "surviving" in the classroom. It does not intend to impose a rigid disciplinary system; rather, it offers a system of options by which teachers may apply "minimum discipline for maximum results."

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1.0 PURPOSES:

Rationale

In the Introduction to the booklet, the developers state the rationale for their approach to employing "minimum discipline for maximum results" in the classroom. They say: "This booklet outlines a unique new approach to classroom discipline. The fundamental principle out of which the LEAST approach has grown is as simple as it is profound: if the teacher is to reach the goal of managing classroom behavior without creating an adversary relationship with students, he or she must use the least amount of guidance and control necessary to achieve the specific results desired."

Goals

The major goal for program participants is "learning the skills that make up the LEAST approach to classroom discipline."

Objectives

The specific skills which participants are to acquire relate to the five options of the LEAST approach:

"Option 1 Leave things alone because no problems are likely to occur.

Option 2 End the action because behavior is disrupting the classroom.

Option 3: Attend more fully because you need more information or communication.

Option 4: Spell out directions because disruption or harm will occur.

Option 5: Track student progress to evaluate and reinforce student behavior."

2.0 CONTENT — Scope and Sequencing of Topics:

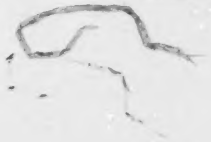
Scope

The program components are the 78-page booklet, including the NEA perspective of classroom management; the implications for negotiations and teacher contracts; an annotated bibliography on school discipline, "The L.E.A.S.T. Approach to Classroom Discipline," and a 10-page Facilitator's Guide. The table of contents of the booklet follows:

Introduction	page 27
Option 1: L = Leave Things Alone!	page 31
Option 2: E = End the Action Indirectly!	page 35
Option 3: A = Attend More Fully!	page 40
Option 4: S = Spell Out Directions!	page 44
Option 5: T = Track Student Progress	page 49

Sequencing

An appropriate sequence is suggested in the Facilitator's Guide.



3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Participants study the five components of the LEAST approach, and complete related activities as presented by the facilitator. Group exchange, role play and discussion are emphasized.

3.2 Help given in use of product:

The 10-page Facilitator's Guide to the LEAST Approach to Classroom Discipline provides information and sequenced instructions for the person leading the inservice training based on these materials.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

No formal instruments for assessing participants' progress are included in the program material. A "Preteaching Assessment" is provided in the Facilitator's Guide for use prior to the program.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Each participant will need a copy of the program document; the group facilitator will also need the Facilitator's Guide. Logistical factors such as time and meeting space will be determined and arranged by the facilitator and/or the participants.

5.2 Distributor name/address:

National Education Association
Instruction and Professional Development (IPD)
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

(202) 833-5422

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
THE L.E.A.S.T. APPROACH TO CLASSROOM DISCIPLINE	by arrangement*	no	1/participant	yes

*Those interested in using this product should contact the distributor.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The authors of "The L.E.A.S.T. Approach To Classroom Discipline" are Dr. Robert R. Carkhuff, Dr. Andrew H. Griffin, and Richard M. Mallory. Dr. Carkhuff is "Scholar-in-Residence," National Foundation for the Improvement of Education, and the foremost cited author on counseling psychology and human resource development. Dr. Griffin is a professional associate, Instruction and Professional Development, National Education Association, and co-author with Dr. Carkhuff of The Teacher's Guide to the Skills of Teaching Series. Mr. Mallory is a professional associate, Instruction and Professional Development, National Education Association.

6.2 How developed and when:

According to its developers, "The L.E.A.S.T. method has gone through several discreet developmental phases . . . : 1) basic research, 2) development, 3) piloting, 4) refinement, 5) applied research." It is "based upon nearly two decades of research concerning the effective ingredients of teaching and learning." Finally, "the L.E.A.S.T. Approach draws heavily from the skills-based approaches developed by Dr. Carkhuff and his associates in The Skills of Teaching Series."

6.3 Evidence of effectiveness with users:

The developers note that, "the L.E.A.S.T. method was field tested in several settings, including statewide demonstrations in Georgia, South Carolina and Tennessee under the direction of Dr. Griffin and the Sunnyside Junior High School, Tucson, Arizona under the supervision of Ms. Unger and Mr. Douds, and with teacher associations in Florida, Kentucky, Missouri, North Carolina by Mr. Mallory. The response of teachers was overwhelmingly positive, according to teacher reports." As a result of teacher and learner feedback, the material was refined and modified.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

As classroom management is of concern to all teachers at all levels, this program is appropriate for any group of teachers. It is adaptable to a variety of settings, and may be structured according to the time constraints and general purposes of its users.

Content accuracy/social fairness/community acceptance issues:

Given the systematic method with which the authors developed this product--i.e., basic research, development, piloting, refinement, applied research--users have reason to believe that the program content is accurate and its theory sound.

Overall summary/comment:

Two appealing aspects of this program are its quickness of use and its simplicity. In relatively few pages, it offers a proven, effective method for coping with disciplinary problems in the classroom. Its approach to attaining and maintaining discipline reverses a trend toward extreme approaches to classroom discipline--i.e., too much or not enough. It offers a method with which teachers can approach the issue of classroom management with common sense, using "the least amount of guidance and control necessary to achieve the specific results desired."

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